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AUTHOR	Smith, Hal
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ABSTRACT

This study gathered information in regard to the extent to which public school districts maintaining a secondary school either operated or planned to develop an adult education program. Information was gathered from all 329 public school districts maintaining secondary schools. Of the 329 schools, 132 indicated that they had an adult education program, while 197 reported that they did not have such a program, but 140 of them indicated that they would like to develop an adult education program. The study determined how many administrators and teachers were involved in the adult education programs and the types of courses which they were teaching. Information was also secured as to what additional courses schools maintaining adult education programs would like to offer as well as proposed courses which schools would offer if they could develop an adult education program. A final question dealt with the physical location of adult education classes. The study suggests that there is a moderate amount of adult education activity now underway in Nebraska public schools and that there is considerable interest in and a potential for additional courses in existing programs and for the development of new adult education programs. The study also suggests that there are many individuals involved in administering and teaching in adult education for whom experiences in formal and informal education activities in adult and continuing education would be desirable. (Author)

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A Study of Adult Education Programs Within the State of Nebraska of 329 Public School Districts Maintaining Secondary Schools

Spring 1972

W. C. Meierhenery
Project Director

Leonard Hill, State Director
of Adult Education

Hal Smith, Research
Assistant

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Appreciation is expressed to the 329 school administrators in Nebraska who took the responsibility to see that their schools responded to the questionnaire on adult education programs. The 100% return made possible through the cooperation of each of the school systems operating secondary schools makes the data complete for comparative purposes.

The study would not have been possible without the professional help of Dr. Leonard Hill and the financial assistance to conduct it granted through his office as State Director of Adult Education. Mr. Hal Smith, graduate assistant in the Department of Adult and Continuing Education, was assigned the responsibility of carrying out the actual details of the study and Nicki Smith, Sue Buffalo, and Marsha Fangmeyer did the tabulations, the follow-up telephone calls, and the typing of the preliminary manuscript. Kathleen Lostroh was responsible for doing the final typing.

W. C. Meierhenry
Project Director
April 1, 1972

STUDY OF

ADULT EDUCATION PROGRAMS

SPRING, 1972

Background

The Department of Adult and Continuing Education, University of Nebraska at Lincoln, has undertaken various studies for the Nebraska State Department of Education in regard to differing aspects of adult and continuing education in Nebraska. It was decided that one phase of adult education which should be examined was the extent to which public school districts either had or planned to develop adult education programs and for those schools which have, to determine the nature and preparation of staff, type of courses offered, and other similar information.

Design

In order to obtain information about these programs a questionnaire was designed to elicit specific information concerning varying aspects of adult education programs within the State with a copy being sent to each public school district which maintains a secondary school.

The first part of the questionnaire was designed to have the respondent provide data about the school district such as the name of the school district (and the county in which it is located); the enrollment of the school district in grades nine through twelve; whether they had an adult education program; the name of the adult education administrator (if they had one); whether he was employed as the adult education administrator full-time, part-time, or extra-time; and whether the

administrator's educational background in adult education consisted of an advanced degree, in-service training, a course, or a combination of these, or was without preparation in adult education.

The second part of the questionnaire asked the respondent whether an advisory board on adult education was organized in the school district, the number of teachers involved in teaching adults either full-time, part-time, or extra-time, and how many teachers in each of these listings had received an advanced degree, in-service training, a course, or a combination of these, or were without preparation in adult education.

The third part of the questionnaire requested the respondent to indicate what subjects were offered in the programs currently being presented by the school district. If a school district was not currently offering a program in adult education, the school was asked to indicate which of a list of possible adult programs to which they would give "first priority" or other programs that they would offer but not on a "first priority" basis. If the respondent failed to utilize either of these choices that part of the questionnaire was tabulated as "no response."

Results

Of the 329 questionnaires mailed, all 329 were returned--a number after telephone calls were made requesting return of the questionnaires. While specific school districts will not be indicated on the tables, the tables do indicate considerable local schools support for adult education programs, both by small school districts as well as those in the metropolitan areas.

The questionnaire was not mailed to parochial schools, community junior colleges, or vocational technology schools. It is known that several programs of adult education are offered through such institutions but this study was directed to public school systems only.

Analysis

The intent of this report is to serve as a bench-mark study as future attempts are made to gauge the progress of adult education in Nebraska. Table I shows that each enrollment category was 100% complete in returning the questionnaire.

TABLE I

ENROLLMENT	MAILED	RETURNED
0-100	109	109
101-250	111	111
251-500	67	67
501-1000	24	24
1001-1500	8	8
Over 1500	10	10
TOTAL	329	329

Of the 329 returns, TABLE II indicates that 132 schools checked they have an adult education program while 197 reported they did not have an adult education program. Of those schools which responded in the negative 140 schools identified programs they would like to develop while 57 gave no indication they would like to introduce adult education courses.

Of the 329 respondents, 131 indicated they had a full-time, part-time, or extra-time administrator for adult education. Of these 131, 108 identified the administrator while the other 23 districts who reported they had such a person did not list his name.

Table III is an analysis of the 131 administrators of adult programs. Six are reported to be full-time, 32 part-time, 79 are extra-time, and 14 districts did not indicate what part of the time of the adult education administrator was used in the administration of adult education programs.

Table III also indicates that of the administrators whose background was identified, seven have degrees in adult education, one has in-service training in addition to an advanced degree in adult education, 23 received in-service training, 12 have both a course in adult education and additional in-service training, 26 have at least one course in adult education and 48 had received no formal education in the area of adult education.

TABLE II

ENROLLMENT	YES	NO		TOTAL
		Interested	No Response	
0-100	16	63	30	109
100-250	47	48	16	111
251-500	37	24	6	67
501-1000	18	3	3	24
1001-1500	8	0	0	8
Over 1500	6	2	2	10
TOTAL	132	140	57	329

Table IV, Advisory Board, indicates that of the 132 school systems having an adult education program, 36 have an advisory board, 83 do not, and 13 did not respond to the question.

TABLE IV
ADVISIORY BOARD

ENROLLMENT	0-100	101-250	251-500	501-1000	1001-1500	Over 1500	Total
Yes	3	12	12	3	2	4	36
No	13	26	21	15	6	2	83
No Response		9	4				13
COLUMN TOTAL	26	47	37	18	8	6	132

TABLE III

EDUCATIONAL BACKGROUND OF

ADMINISTRATORS OF ADULT EDUCATION PROGRAMS

ENROLLMENT		0-100	101-250	251-500	501-1000	1001-1500	Over 1500	Row Total
FULL TIME	Degree				1		2	3
	In-Service			1				1
	In-Service & One Course		1					1
	One Course						1	1
	None							
	TOTAL	0	1	1	1	0	3	6
PART TIME	Degree		2	1		1		4
	In-Service	1	2	2	4	2		11
	In-Service & One Course		2			1		3
	One Course		2					2
	None	1	4	4	2	1		12
	TOTAL	2	12	7	6	5	0	32
EXTRA TIME	Degree				1			1
	In-Service	2	1	5	3			11
	In-Service & One Course		3	3	2			8
	One Course	5	9	4	4	1		23
	None	4	14	13	1	1	3	36
	TOTAL	11	27	25	11	2	3	79
COLUMN TOTAL		13	40	33	18	7	6	117
No Response		3	7	4				14

Table V indicates that there are 1270 teachers in adult education programs in the state of Nebraska; 43 of these are reported to have received degrees in adult education, 34 have received both a degree and in-service training, 608 have participated in in-service training, 69 have participated in both in-service training and at least one course and 319 have received no formal education in adult education. In the area of adult education there are 130 full-time teachers, 723 part-time teachers, and 408 extra-time teachers.

Table VI, Enrollment of Schools 0-100, shows that eight of the 23 programs are agriculturally oriented while the others are scattered throughout the listing with four programs in business and distributive education being the next highest in number. Arts and crafts, with 45, was given the highest priority as a field the schools would like to offer.

Table VII, Enrollment of Schools 1001-250, also shows that agriculturally oriented courses had the highest number of existing classes (29), with young farmer and homemaking being the next highest with 12 each. Arts and crafts and business and distributive education were tied with 41 responses each as representing the fields they would be most interested in offering.

Table VIII, Enrollment of Schools 251-500, also indicated that agriculturally oriented courses have the highest number of existing classes with 19, business and distributive courses were second with 17, and young farmer and homemaking tied for third with 13 each. Arts and crafts courses received the highest number of responses as courses the schools would be most interested in offering with 19 responses, homemaking was next with 17, and industrial and trade education third with 16.

Table IX, Enrollment of Schools 501-1000, shows that homemaking courses are found most frequently with 12, followed closely by business and distributive education (11) and arts and crafts (10). Business and distributive

TABLE V

EDUCATIONAL BACKGROUND OF

TEACHERS OF ADULTS

ENROLLMENT		0-100	101-250	251-500	501-1000	1001-1500	Over 1500	Row Total
	Degree			1			30	31
	Degree & In-Service						33	33
FULL	In-Service		3	1			50	54
TIME	In-Service & One Course			1				1
	One Course		1					1
	None		2	5		3		10
	TOTAL		6	8		3	113	130
	Degree	3	4	5				12
	Degree & In-Service		1					1
PART	In-Service	1	4	3	11	1	483	503
TIME	In-Service & One Course		1	2			50	53
	One Course	2	5	4	2	2	110	125
	None	1	8	16	13			38
	TOTAL	7	23	30	26	3	643	732
	Degree							
	Degree & In-Service							
	In-Service	1	11	13	26			51
EXTRA	In-Service & One Course	5	3		6	1		15
TIME	One Course	8	23	11	9	7	8	66
	None	1	42	61	44	21	99	268
	No Response	2		3			3	8
	TOTAL	17	79	88	85	29	110	408
COLUMN TOTAL		24	108	126	111	35	866	1270

TABLE VI

ENROLLMENT OF SCHOOLS: 0-100

COURSES OFFERED	WITH EXISTING PROGRAMS			WITHOUT PROGRAMS		COMBINED TOTALS			
	Existing Classes	First Priority*	Additional Courses**	First Priority*	Additional Courses**	Existing Classes	First Priority*	Additional Courses**	Row
Agri. Oriented	8			2	29	8	2	29	39
Americanization					3			3	3
Arts & Crafts		4	3	5	33		9	36	45
ABE				1	19		1	19	20
Business & Distributive Ed.	4	4	1	1	31	4	5	32	41
Civic Affairs				2	9		2	9	11
Engineering & Tech.			1		1			2	2
General Academic		1	1		10		1	11	12
Health & Physical	2		1	2	16	2	2	17	21
High School Completion	1		2		21	1		23	24
Homemaking	3	2	3	3	22	3	5	25	33
Industrial & Trade	1		1	2	19	1	2	20	23
Music					5			5	5
Parent & Family Life				1	10		1	10	11
Safety & Drivers Ed.		1	3	3	15		4	18	22
Self Enrichment		1	1		9		1	10	11
Remedial				1	8		1	8	9
Voc. Oriented			1	2	14		2	15	17
Young Farmer	2	2	2		14	2	2	16	20
Other	2					2			2
TOTAL	23	15	20	25	278	23	40	308	371

No Response: 30

* = First priority if enlarging or introducing program

**= Additional courses offered if there were a program

TABLE VII

ENROLLMENT OF SCHOOLS: 101-250

COURSES OFFERED	WITH EXISTING PROGRAMS			WITHOUT PROGRAMS		COMBINED TOTALS			
	Existing Classes	First Priority*	Additional Courses**	First Priority*	Additional Courses**	Existing Classes	First Priority*	Additional Courses**	Row
Agri. Oriented	29	1	1	3	22	29	4	23	56
Americanization				1	3		1	3	4
Arts & Crafts	11	4	4	4	29	11	8	33	52
ABE	7		1	2	12	7	2	13	22
Business & Distributive Ed.	9	3	4	4	30	9	7	34	50
Civic Affairs				1	5		1	5	6
Engineering & Tech.				2			2		2
General Academic	6	1	1	3	9	6	4	10	20
Health & Physical	5	4	1	2	20	5	6	21	32
High School Completion	3	2	2	2	18	3	4	20	27
Homemaking	12	2	5	3	20	12	5	25	42
Industrial & Trade	3	2		3	20	3	5	20	28
Music				1	3		1	3	4
Parent & Family Life	1			2	2	1	2	2	5
Safety & Drivers Ed.	3	2	2	1	11	3	3	13	19
Self Enrichment	2	1	1	1	7	2	2	8	12
Remedial	1			1	6		1	6	8
Voc. Oriented	5	2	2	2	8	5	4	10	19
Young Farmer	12	2		1	12	12	3	12	27
Other	6			2		6	2		8
TOTAL	115	26	24	41	237	115	67	261	237

No Response: 16

* = First priority if enlarging or introducing program

** = Additional courses offered if there were a program

TABLE VIII

ENROLLMENT OF SCHOOLS: 251-500

COURSES OFFERED	WITH EXISTING PROGRAMS			WITHOUT PROGRAMS		COMBINED TOTALS			
	Existing Classes	First Priority*	Additional Courses**	First Priority*	Additional Courses**	Existing Classes	First Priority*	Additional Courses**	Row
Agri. Oriented	19	1	1	1	8	19	2	9	30
Americanization	1		1		1	1		2	3
Arts & Crafts	13	3	2		14	13	3	16	32
ABE	6				2	6		2	8
Business & Distributive Ed.	17	2		1	12	17	3	12	32
Civic Affairs		2			5		2	5	7
Engineering & Tech.			1					1	1
General Academic	3	5	1		2	3	5	3	11
Health & Physical	7	4			1	7	4	1	12
High School Completion	2	1	1		3	2	1	4	7
Homemaking	13	4	1		12	13	4	13	30
Industrial & Trade	8	4	1	1	10	8	5	11	24
Music		1			1		1	1	2
Parent & Family Life	1	2	1		3	1	2	4	7
Safety & Drivers Ed.	2	2	2		3	2	2	5	9
Self Enrichment	6	1	1	1	1	6	2	2	10
Remedial			1					1	1
Voc. Oriented	3	2	1	1	2	3	3	3	9
Young Farmer	13	2	1		3	13	2	4	19
Other	1					1			1
TOTAL	115	36	16	5	83	115	41	99	255

No Response: 6

* = First priority if enlarging or introducing program

** = Additional courses offered if there were a program

TABLE IX

ENROLLMENT OF SCHOOLS: 501-1000

COURSES OFFERED	WITH EXISTING PROGRAMS			WITHOUT PROGRAMS		COMBINED TOTALS			
	Existing Classes	First Priority*	Additional Courses**	First Priority*	Additional Courses**	Existing Classes	First Priority*	Additional Courses**	Row
Agri. Oriented	9				3	9		3	12
Americanization			1					1	1
Arts & Crafts	10	2			5	10	2	5	17
ABE	3	3			2	3	3	2	8
Business & Distributive Ed.	11	3	1		4	11	3	5	19
Civic Affairs		1	1		1		1	2	3
Engineering & Tech.		2					2		2
General Academic	5		1		3	5		4	9
Health & Physical	6	1	2		3	6	1	5	12
High School Completion	3	1	3		1	3	1	4	8
Homemaking	12	1	1		2	12	1	3	16
Industrial & Trade	7		2		2	7		4	11
Music			1					1	1
Parent & Family Life		2	2				2	2	4
Safety & Drivers Ed.	1	1	1		1	1	1	2	4
Self Enrichment	5	2				5			7
Remedial	3	1	1			3	1	1	5
Voc. Oriented	5	2	1			5	2	1	8
Young Farmer	3				2	3		2	5
Other	1					1			1
TOTAL	84	22	18	29		84	47	22	153

No Response: 3

* = First priority if enlarging or introducing program

** = Additional courses offered if there were a program

courses received the highest number of responses as classes to be offered with eight responses, arts and crafts second with seven and health and physical education third with six.

Table X, Enrollment of Schools 1001-1500, is composed of only "yes" responses since all the schools were either offering classes or would be interested in offering classes. All of the courses they wished to introduce were listed under the "first priority" category. Homemaking had the highest number of existing classes with six responses; arts and crafts and business and distributive education also had totals of six each.

Table XI, Enrollment of Schools: over 1500, indicated that four existing courses (arts and crafts, high school completion, homemaking, and self enrichment) each received five responses. Both high school completion and general academic courses received two responses in the "interested category."

Table XII, is a compilation of Tables VI - XI, and lists the specific course offerings, as suggested by the questionnaire, with their frequency count by the programs in existence, the programs having first priority and the programs receiving interest by the six enrollment populations (0-100, 101-250, 251-500, 501-1000, 1001-1500, and over 1500). From the section listing the existing courses, agriculturally oriented received the most responses with 70; from the section listing the first priority courses, arts and crafts received the most responses with 24; arts and crafts also received the most responses in the section listing the courses school districts were also interested in with 90. The courses that received 100 or more responses in the section listing the row totals were arts and crafts, with 158; business and distributive education with 154; and homemaking with 113.

Table XIII is the rank order of courses by their frequency count by the category of existing classes, first priority classes, and interested

TABLE X

ENROLLMENT OF SCHOOLS: 1001-1500

COURSES OFFERED	WITH EXISTING PROGRAMS			WITHOUT PROGRAMS		COMBINED TOTALS			
	Existing Classes	First Priority*	Additional Courses**	First Priority*	Additional Courses**	Existing Classes	First Priority*	Additional Courses**	Row
Agri. Oriented	4	1				4	1		5
Americanization	1	1				1	1		2
Arts & Crafts	4	2				4	2		6
ABE	1	1				1	1		2
Business & Distributive Ed.	4	2				4	2		6
Civic Affairs	1	1				1	1		2
Engineering & Tech.	1					1			1
General Academic	3					3			3
Health & Physical	3					3			3
High School Completion		1					1		1
Homemaking	6					6			6
Industrial & Trade	3	2				3	2		5
Music	1					1			1
Parent & Family Life		2					2		2
Safety & Drivers Ed.	3					3			3
Self Enrichment	4	1				4	1		5
Remedial	1					1			1
Voc. Oriented	1	1				1	1		2
Young Farmer	3					3			3
Other									
TOTAL	44	15				44	15		59

No Response: 0

* = First priority if enlarging or introducing a program

** = Additional courses offered if there were a program

TABLE XI

ENROLLMENT OF SCHOOLS: OVER 1500

COURSES OFFERED	WITH EXISTING PROGRAMS			WITHOUT PROGRAMS		COMBINED TOTALS			Row
	Existing Classes	First Priority*	Additional Courses**	First Priority*	Additional Courses**	Existing Classes	First Priority*	Additional Courses**	
Agri. Oriented	1				1	1		1	2
Americanization	1					1			1
Arts & Crafts	5				1	5		1	6
ABE	3	1			1	3	1	1	5
Business & Distributive Ed.	4	1			1	4	1	1	6
Civic Affairs	3	1			1	3	1	1	5
Engineering & Tech.	2					2			2
General Academic	3				2	3		2	5
Health & Physical	2					2			2
High School Completion	5				2	5		2	7
Homemaking	5				1	5		1	6
Industrial & Trade	4					4			4
Music	2					2			2
Parent & Family Life	1				1	1		1	2
Safety & Drivers Ed.	4					4			4
Self Enrichment	5					5			5
Remedial	3					3			3
Voc. Oriented	4				1	4		1	5
Young Farmer									
Other	1					1			1
TOTAL	58	3		12	58	3	12		73

No Response: 2

* = First Priority if enlarging or introducing program

** = Additional courses offered if there were a program

TABLE XII

COMPLIATION OF TABLES VI - XI

COURSE NAMES	EXISTING COURSES							FIRST PRIORITY COURSES						
	0-100	101-250	251-500	501-1000	1001-1500	Over 1500	TOTAL	0-100	101-250	251-500	501-1000	1001-1500	Over 1500	TOTAL
Agri. Oriented	8	29	19	9	4	1	70	2	4	2		1		9
Americanization			1		1	1	3		1			1		2
Arts & Crafts		11	13	10	4	5	43	9	8	3	2	2		24
ABE		7	6	3	1	3	20	1	2		3	1	1	8
Business & Distributive Ed.	4	9	17	11	4	4	49	5	7	3	3	2	1	21
Civic Affairs					1	3	4	2	1	2	1	1	1	8
Engineering & Tech.					1	2	3		2		2			4
General Academic		6	3	5	3	3	20	1	4	5				10
Health & Physical	2	5	7	6	3	2	25	2	6	4				13
High School Completion	1	3	2	3		5	14		4	1	1	1		7
Homemaking	3	12	13	12	6	5	51	5	5	4	1			15
Industrial & Trade	1	3	8	7	3	4	26	2	5	5		2		14
Music					1	2	3		1	1				2
Parent & Family Life		1	1			1	3	1	2	2	2	2		9
Safety & Drivers Ed.		3	2	1	3	4	13	4	3	2	1			10
Self Enrichment		2	6	5	4	5	22	1	2	2	2	1		8
Remedial		1		3	1	3	8	1	1		1			3
Voc. Oriented		5	3	5	1	4	18	2	4	3	2	1		11
Young Farmer	2	12	13	3	3		33	2	3	2				7
Other	2	6	1	1		1	11		2					2
Total	23	115	115	84	44	58	439	40	67	41	22	15	3	188
No Response	30	16	6	3		2	57							

TABLE XII

COMPILATION OF TABLES VI - XI
(continued)

COURSE NAMES	ADDITIONAL COURSES							ROW TOTAL						
	0-100	101-250	251-500	501-1000	1001-1500	Over 1500	TOTAL	0-100	101-250	251-500	501-1000	1001-1500	Over 1500	TOTAL
Agri. Oriented	29	23	9	3		1	65	39	56	30	12	5	2	144
Americanization	3	3	2	1			9	3	4	3	1	2	1	14
Arts & Crafts	36	33	16	5		1	90	45	52	32	17	6	6	158
ABE	19	13	2	2		1	37	20	22	8	8	2	5	65
Business & Distributive Ed.	32	34	12	5		1	84	41	50	32	19	6	6	154
Civic Affairs	9	5	5	2		1	22	11	6	7	3	2	5	34
Engineering & Tech.	2		1				3	2	2	1	2	1	2	10
General Academic	11	10	3	4		2	30	12	20	11	9	3	5	60
Health & Physical	17	21	1	5			44	21	32	12	12	3	2	82
High School Completion	23	20	4	4		2	53	24	27	7	8	1	7	74
Homemaking	25	25	13	3		1	67	33	42	30	16	6	6	133
Industrial & Trade	20	20	11	4			54	23	28	24	11	5	4	95
Music	5	3	1	1			10	5	4	2	1	1	2	15
Parent & Family Life	10	2	4	2		1	19	11	5	7	4	2	2	31
Safety & Drivers Ed.	18	13	5	2			37	22	19	9	4	3	4	61
Self Enrichment	10	8	2				20	11	12	10	7	5	5	50
Remedial	8	6	1	1			16	9	8	1	5	1	3	27
Voc. Oriented	15	10	3	1		1	30	17	19	9	8	2	5	60
Young Farmer	16	12	4	2			34	20	27	19	5	3		74
Other								2	8	1	1		1	13
TOTAL	308	261	99	47		12	727	371	443	255	153	59	73	1354
No Response								30	16	6	3		2	57
GRAND TOTAL								401	459	261	156	59	75	1411

TABLE XIII

RANK ORDER OF
ADULT EDUCATION PROGRAMS

Course No.	Course Name	EXISTING CLASSES		FIRST PRIORITY CLASSES		INTERESTED IN CLASSES		ROW TOTALS	
		Course No.	Frequency	Course No.	Frequency	Course No.	Frequency	Course No.	Frequency
1.	Agri. Oriented	1	70	3	90	3	24	3	157
2.	Americanization	11	51	5	84	5	21	5	154
3.	Arts & Crafts	5	49	11	67	11	15	1	144
4.	ABE	3	43	1	65	12	14	11	133
5.	Business & Distributive Ed.	19	33	12	54	9	13	12	95
6.	Civic Affairs	12	26	10	53	18	11	9	82
7.	Engineering & Tech.	9	25	9	44	8	10	10	74
8.	General Academic	16	22	4	37	15	10	19	73
9.	Health & Physical	4	20	15	37	1	9	4	66
10.	High School Completion	8	20	19	34	14	9	8	61
11.	Homemaking	18	18	18	30	4	8	15	59
12.	Industrial & Trade	10	14	18	30	6	8	18	59
13.	Music	15	13	6	22	16	8	16	51
14.	Parent & Family Life	20	11	16	20	10	7	6	33
15.	Safety & Drivers Ed.	6	8	14	19	19	7	14	31
16.	Self Enrichment	17	4	17	16	7	4	17	27
17.	Remedial	2	3	13	10	17	3	13	15
18.	Voc. Oriented	7	3	2	9	2	2	2	14
19.	Young Farmer	13	3	7	3	13	2	20	13
20.	Other	14	3	20	0	20	2	7	10

TABLE XIV

CLASS LOCATIONS

TYPE OF FACILITY	0-100		101-250		251-500		501-1000		1001-1500		Over 1500		TOTAL	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Adult Ed. Facility			1		2						1		4	
Secondary Facility	18	15	41	17	33	3	18	3	7		6		123	38
Elementary Facility	1	1	6	1	1		1		1		2		12	2
Industrial Setting			3		4		1		1		3		12	
Other			1		1		2		1		2		7	
TOTAL	19	16	52	18	41	3	22	3	10		14		158	40
No Response	1	75	2	49	1	22		5				4	4	155

in classes. Arts and crafts, business and distributive education and homemaking are found in one of the top four positions in all four columns, and agriculturally oriented is in one of the four top positions in three of the four columns. Those courses ranked at the last of the order (without listing "other") are remedial, music, Americanization, and engineering and technological education with frequency counts of 27, 15, 14, and 10 respectively. (If Americanization and remedial were also included under adult basic education, those three together would have a frequency count of 107, making it fifth in the total column.)

Table XIV, Class Locations, was answered by school systems who had existing adult education courses (yes) and those who did not (no). The frequencies under the "no" columns indicated they would use the designated facilities if they had an adult education program. The "class location" was defined as to the type of facility used or would be used for the adult education program. Table XIV indicates that four classes were presently being offered in an adult education facility, 123 in a secondary education facility, 12 in an elementary education facility, 12 in an industrial setting, and 7 in "other" (not defined by the respondent); there were 158 class locations being used in Nebraska for the adult education program.

SUMMARY

This study gathered information in regard to the extent to which public school districts maintaining a secondary school either operated or planned to develop an adult education program. Information was gathered from all 329 public school districts maintaining secondary schools. Of the 329 schools, 132 indicated that they had an adult education program while 197 reported that they did not have such a program, but 140 of them indicated that they would like to develop an adult education program.

The study determined how many administrators and teachers were involved in the adult education programs and the types of courses which they were teaching. Information was also secured as to what additional courses schools maintaining adult education programs would like to offer as well as proposed courses which schools would offer if they could develop an adult education program. A final question dealt with the physical location of adult education classes.

The study suggests that there is a moderate amount of adult education activity now underway in Nebraska public schools and that there is considerable interest in and a potential for additional courses in existing programs and for the development of new adult education programs. The study also suggests that there are many individuals involved in administering and teaching in adult education for whom experiences in formal and informal education activities in adult and continuing education would be desirable.

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